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SELECTED EASTERN EUROPE SOCIOLOGICAL TRANSLATIONS

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## SELECTED EASTERN EUROPE SOCIOLOGICAL TRANSLATIONS

This series of reports contains full translations and/or extensive extracts of selected articles of sociological significance appearing in publications of Albania, Bulgaria, Czechoslovakia, East Germany, Hungary, Poland, Rumania, and Yugoslavia.

Since the inclusion of translations from any given area or source will necessarily depend upon their availability at the time of publication, no single report of this series should be considered as necessarily including all categories of information to be presented in this series.

### Table of Contents

	<u>Page</u>
<u>Bulgaria</u>	
Advanced Training of Bulgarian Teachers and Raising Their Qualifications	1
<u>Germany</u>	
Decree on Securing Stable Order at East German General-Education Schools (School Order)	3
I. Planning and Implementation of the Education and Training Effort	4
II. School and Enterprise	7
III. Tasks of the Director and School Principal, Their Deputies, the Head of the School Home and the Head of the Boarding School	9
IV. The Tasks of the Class Chief	13
V. The Tasks of the Teacher	15

### Table of Contents (cont.)

	<u>Page</u>
VI. The Tasks of the Teacher and of the Group Educator in the School Home	16
VII. The Pedagogical Council	17
VIII. School and Parents	18
IX. The Students	18
X. Health Protection and Work Safety	21
XI. Tasks of the Local Councils	22
XII. Final Regulations	23

### Hungary

Excerpts From Hungarian Higher Education News—  
Heavy Industry Technical University and Pecs  
Teachers' College

24

### Rumana

Importance of Socialist Education

28

Bulgaria

ADVANCED TRAINING OF BULGARIAN TEACHERS AND  
RAISING THEIR QUALIFICATIONS

Narodna Kultura  
/Popular Culture/,  
19 December 1959, Sofia  
Bulgarian, np  
CSO: 3376-D

At one of its recent sessions the Collegium of the Ministry of Education and Culture approved long-range plans for advanced training and raising the qualifications of all teachers, educators, Pioneer leaders, directors, deputy directors, school inspectors, heads of pedagogical and methodological offices, and chiefs of education and culture departments for the period 1960-1965. It also adopted a number of decisions concerning the implementation of these plans.

Regular pro-gymnasium teachers will be ensured the opportunity to follow the approved long-range plan in correspondence study, and each year up to 2,000 correspondence students will be accepted. Tests in the history of the CPSU, history of the Bulgarian Communist Party, dialectical and historical materialism, psychology, pedagogy, Russian language, and a Western language will be acknowledged for correspondence students who have graduated from semi-higher teachers' institutes, if they are not the basic subjects of their specialties. These correspondence students will have the right to finish ahead of schedule and will be provided special test sessions.

The chairs of teachers' specialties at Sofia State University and other higher educational institutions which train teachers must organize conferences, seminars, practical sessions, consultations, etc., at which teachers will become familiar with the latest achievements of science and technology in their respective specialties.

To satisfy the needs of teachers for scientific, technical, pedagogical, and methodological literature, the Printing and Publishing House Industry Administration must provide in the future a greater output of scientific publications to Sofia State University and other higher educational institutions. To achieve this end a subscription system will be instituted so that teachers and school libraries will be supplied with these publications.

The institutes for advanced training of teachers will organize special courses and seminar-practical sessions for training and raising the qualifications of teachers, educators, Pioneer leaders, etc. These courses and seminars will encompass annually an average of 8,000 teachers and supervisory cadres who will either remain on the job or not while studying. The best instructors from higher educational institutions, scientific workers, the best producers, and specialists will be brought in as lecturers. Regular two-month or correspondence six-month courses will be organized in institutes for advanced training of teachers for regular pro-gymnasium teachers who are not studying in correspondence courses. In these courses they will become familiar with the work in the new basic schools and with program material in the specialty which they will teach in the 8th grade.

The decision envisages the broadest measures for disseminating good pedagogical experience in connection with labor and polytechnic education, production practice, labor training, etc.

At the beginning of 1960 brief six-day seminars for all teachers from all types and degrees of schools will be organized through pedagogical cabinets. At these seminars teachers will become familiar with the doctrine of the classics of Marxism-Leninism about relating education to productive labor, and about labor, polytechnic and production education and with the Law on the Closer Relationship of the School with Life and on the Further Development of Education in the People's Republic of Bulgaria, with basic problems of their specialties, and with methods of teaching related to tasks posed by the new law, etc.

Pedagogical offices will also organize, as envisaged in the long-range plan, practical sessions and seminars, and production practice for teachers at industrial enterprises, construction projects, MTS, state farms, TKZS /cooperative farms, etc.

The chiefs of the okrug Education and Culture Departments must provide special premises for pedagogical offices where libraries, film libraries, permanent and temporary exhibitions will be set up to demonstrate the best achievements of individual schools and teachers.

Germany

DECREE ON SECURING STABLE ORDER AT EAST GERMAN  
GENERAL EDUCATION SCHOOLS (SCHOOL ORDER)

Deutsche Lehrerzeitung

Unsigned Article

German Teachers Journal

No. 47, 20 November 1959, Berlin

Pages 3-12

German, supp to wkly np

CSO: 13320-D

The socialist school has the task of imparting to the young people allround, realistic, and useful knowledge and to make active citizens out of them. This is an important contribution of the school to the realization of the Seven-Year Plan. To accomplish this great education and training mission, the school must have a good system which must be the result of planned and efficient work and which will promote the latter.

The prerequisites for such an efficient system in the socialist school are the exemplary political-pedagogical work of the uniformly operating teacher collective, the realistic, methodologically-qualified classroom effort which will promote the creative activity of the students, the well-planned education and training work in the school homes, and the interesting arrangement of extracurricular activities.

The comradely cooperation of the teachers, educators, parents, and students, the constant strengthening of the student collective, as well as the development of socialist team work between the teachers and the workers, the cooperative peasant and the members of the intelligentsia, and the democratic organizations are important foundations for the efficient system, continuity, and planned operation of the school.

In the development of a system and a planned teaching effort, which will be consciously supported by all teachers and students, the school director or principal and all teachers and educators will seek support in the collaboration of the parents and in the initiative of the members of the Free German Youth and the "Ernst Thaelmann" Pioneer Organizations, who form the active nucleus of the student collective.

The firm operating system of the school will develop the sense of responsibility of the students and will get them accustomed at an early age to the assimilation of the norms of socialist community living and to the adherence to these norms.

The following is therefore decreed herewith.

## I. Planning and Implementation of the Education and Training Effort

### Article 1

(1) The Ministry of Public Education, the Bezirk and Kreis school boards, and the school directors or principals bear full responsibility for the planning, consistency, and systematicity of the school effort. The boards of the Bezirke, Kreise, and communities are obligated to guarantee the conduct of the planned education and training effort at the schools. No changes may be made in the planned education and training effort without permission from the Ministry of Public Education.

(2) Education is based on the government curricula and schedules. All teachers and educators are obligated to insure the conscientious fulfillment of the education and training tasks spelled out in the curricula and to make it possible in this manner for every student to achieve the objective of the class and the school.

### Article 2

(1) The entire education and training effort of the school is to be planned carefully. The schools are to draw up the following plans.

(a) The annual curriculum of the school; it contains the main tasks of the education and training effort as well as the measures and methods for their accomplishment and the tasks for the improvement of the material situation of the school.

(b) The plans of the class chiefs; these plans spell out the measures which will define the systematic education and training effort for the students in a class, which will guarantee that all students will get allround education and will be enabled to reach the class goal, and which will see to it that the worker and peasant children are given special care.

(c) The lesson plans of the teachers; they contain the exact arrangement of subject matter for each subject, as well as hints on the pedagogical-methodological arrangement of the education effort.

(d) The plans of the heads and educators of school homes and boarding schools; they contain measures for the support of the learning activities of the students and criteria for interesting free-time planning.

(2) The annual curriculum of the school is to be worked out in cooperation with the trade union group and is to be discussed in the pedagogical council. The plans of the class chiefs, of the head of the school home, of the head of the boarding school, and the educators in

the school homes are to be confirmed by the school directors or principals. The execution of the plans is to be checked on at regular intervals.

#### Article 3

(1) The organizational foundation of education is the hourly schedule. It is to be set up according to pedagogical, psychological, and hygienic principles for the individual classes.

(2) School classes as a rule begin at 0800. Exceptions must be approved by the Kreis school board.

(3) The breaks between periods are to be arranged according to the pedagogical and hygienic requirements by the director or principal, after consultation with the school physician. The short breaks should as a rule amount to 10 minutes. A major break is to be used for intermission gymnastics. In a total classroom time of 6 hours, the classroom hours are to be interrupted by breaks, for which a total of 70 minutes is to be provided. The distribution of this break time is to be made according to the local conditions. Classroom work may not continue for more than 6 hours on one day, without a suitable interruption in the form of a lunch period. The school meals as a rule are to be served after the end of the morning session.

(4) The classroom time for the students and the individual subject hours are to be distributed uniformly over the individual weekdays in all classes. The first and second classes may not have more than 4 hours of instruction on one day, and the third class may not have more than 5 hours of instruction on one day.

(5) The class schedules are to be discussed by the pedagogical council and with the parents advisory council and are to be submitted to the Kreis school board by the director or principal.

#### Article 4

(1) The main form of classroom instruction is the one-hour instruction period. In addition, other forms of instruction, such as instruction in production installations, field trips, etc., are also to be used. The period lasts 45 minutes. It must be started and terminated punctually and is to be used exclusively for education and training activities. For instruction in the first class, the period must be so planned from a pedagogical viewpoint that there will be variety in the subject, method, and forms of instruction.

(2) All instruction activities are to be well prepared in the interest of the attainment of high quality in the education and training effort. The instruction methods must be suitable for developing the independence and selfmotivation of the pupils, to foster their own initiative, and to accustom them to working out the theoretical and practical assignment by themselves and to equip them for their own systematic observation as well as for the performance of experiments. The age-connected and personality-connected peculiarities of the students are to be taken into consideration and exercises and reviews are to be conducted regularly.

(3) Instruction must not be disturbed. Visits to the classroom during instruction periods may be made only with the permission of the director or principal.

During the period, it is forbidden

- (a) to make remarks to the teacher about his work,
- (b) to distract teachers from their immediate work,
- (c) to conduct meetings or sessions of any kind.

(4) After the start of the instruction period, only the director or principal, their deputies, or officials from the government education agencies may enter the classroom in exceptional cases.

#### Article 5

(1) Provisions for planned education and training outside the school--in school homes--must be made for all students. The school home is a strong component of the school. It is subdivided according to the age-connected peculiarities as a rule into the following phases:

- (a) phase for classes 1 to 4 ,
- (b) phase for classes 5 to 8,
- (c) phase for classes 9 to 10.

(2) It is the main task of the school home to help the students study and to care for them educationally in the sense of practical free-time planning. The work in the school home must take into consideration the age-connected peculiarities of the students in the various phases. In this connection, there must be close cooperation with the "Ernst Thaelmann" Pioneer Organization and with the Free German Youth.

(3) The school home is open throughout the day. The start and end of activities in the school home depend on the local requirements.

(4) The director or principal is responsible for the work of the school home. The school home is to be directed by a teacher. Additional teachers are to be assigned to the school home within the framework of their obligatory number of teaching hours. In addition, pedagogically trained group educators and honorary personnel are to be used in the school home.

#### Article 6

(1) The director or principal is to arrange the work of the school in such a manner that a continual process of education, of school home and boarding school training, as well as of working group activities, courses, and school sports teams activities will be assured.

(2) The students may not engage in extracurricular activities until 2 hours after the end of planned curriculum instruction and other obligatory events of the school.

(3) Insofar as special agreements are required, as a result of this regulation, for the activity of the "Ernst Thaelmann" Pioneer Organization and of the Free German Youth, such agreements are to be arrived at with the director or principal.

### II. School and Enterprise

#### Article 7

The general-education polytechnical school is to educate the students in love for work and for the working people through systematic and planned combination of education and training with real life, especially with production work. The school is to impart to the students, wellfounded knowledge and skills in the fundamentals of science, technology, and culture and an understanding of the lawful development of nature and society. The students are to be enabled to apply the knowledge and skills, acquired in the school and in the enterprises, in actual practice.

#### Article 8

(1) The directors and principals are responsible for the polytechnical education and training of the students and must assure the systematic and planned combination of classroom instruction with production work on the basis of the lesson plans for the basic courses and the subject "Introduction into Socialist Production." There must be close collaboration with the workers, foremen, and engineers in the enterprises, with the polytechnical advisory councils, and with the installations of trade training.

(2) The directors and principals are to assure the combination of the school with socialist construction through sponsorship relationships with the socialist enterprises in industry and agriculture, through close collaboration with the social organizations, and through other suitable measures.

#### Article 9

(1) The enterprise managers are responsible for the planned and continuous implementation of the basic courses and for the teaching of the instruction subject "Introduction into Socialist Production in Industry and Agriculture" in their particular enterprises. They are to employ their experienced workers, foremen, and engineers as tutors of the students and they are to promote their technical qualifications and, in collaboration with the school, their pedagogical qualifications.

(2) The enterprise managers are to make available permanent work places for instruction periods to be conducted in the production installations or to equip training sections with the required equipment and to make available the necessary working materials and tools. The instruction day in production must not begin earlier than the regular classroom instruction according to the curriculum.

(3) The enterprise managers are furthermore responsible for supporting the schools in the creation and maintenance of instruction rooms and training aids, in the equipping of the laboratories and training aid collections, and in the furnishing of sports equipment. They are to contribute to the equipping of the school homes and boarding schools and they are to make the enterprise facilities available for the activities of the working groups.

(4) An endeavor is to be made to include the obligations of the enterprise managers into the enterprise collective bargaining contracts.

#### Article 10

(1) The Kreis boards are responsible for assigning socialist enterprises in industry and agriculture to the schools for the implementation of the instruction day in the production installations.

(2) With the help of the advisory councils of the agricultural producer cooperatives, the Kreis boards must furthermore make sure that the chairmen of the agricultural producer cooperatives are won over for the accomplishment of the tasks as per Article 9.

#### Article 11

(1) Polytechnical advisory councils are to be set up in the enterprises.

(2) The polytechnical advisory councils will advise the enterprises managers and school principals in the planning, implementation, and supervision of the basic instruction courses. They will participate in the selection and further training of the enterprise tutors and in the polytechnical qualification of the teachers. They will help supply the material prerequisites for enterprise training, for the basic courses, and for the subject "Introduction into Socialist Production in Industry and Agriculture."

(3) The following are to be on the polytechnical advisory councils, among others:

Representatives of the enterprise management, of the enterprise union management, and of the Free German Youth; experienced workers, foremen, and engineers, the enterprise physician, foreman-instructors and instructors of the enterprise trade schools; teachers of the schools, who teach the basic courses in the enterprise; as well as representatives of the parents advisory councils.

(4) Article 10, Paragraph 2, applies to the polytechnical advisory councils in the agricultural producer cooperatives.

(5) Polytechnical advisory councils, which are to be set up in accordance with the polytechnical advisory councils as per Paragraph 3, are to be attached to the Bezirk and Kreis councils. In particular, they have the task of organizing the exchange of experiences between the enterprises and the polytechnical advisory councils.

### III. Tasks of the Director and School Principal, Their Deputies, the Head of the School Home and the Head of the Boarding School

#### Article 12

(1) The director or principal is the superior of all pedagogical and technical personnel in his school.

(2) The director or principal must be a politically and pedagogically experienced teacher and a good organizer who knows how to create a closely-knit and efficient team. He must constantly work toward the improvement of his scientific qualifications in the politico-ideological and technical fields. He performs his mission in closest collaboration with the population.

(3) The director or principal is appointed or removed by the chairman of the Kreis council within the framework of the labor law regulations applying to teachers. He is to be presented to the local elected body and to be installed in his office by the Kreis school board. Appointment as director or principal may be made to depend on successful graduation from a teacher training course.

(4) The director or principal is the chairman of the pedagogical council, organizes the latter's work, and assures the uniformity of the actions of all teachers and educators.

(5) The director or principal represents the school in its dealings with the outside. He exercises authority within his school.

#### Article 13

(1) The director or principal is responsible for the entire political, pedagogical, and school-organizational and administrative management of the school, including the school home and the boarding school.

(2) The director or principal appoints the class chiefs; he calls on their active collaboration to help him in his managerial activities and with their help assures the uniformity of the actions of all teachers and educators.

(3) The director or principal must supervise the compliance with the legal regulations pertaining to obligatory school attendance and must assure the implementation of the curricula and the schedules in cooperation with the class chiefs.

(4) The tasks of the director or principal include chiefly the following.

(a) He insures the proper utilization of the teachers and educators in the school, in the home work assignment room, in the school home, and in the boarding school. He is charged with the careful and systematic development of all pedagogical and technical personnel in his school; in this connection, he must devote special attention to the further training of female personnel.

(b) He can assign tasks and functions to each teacher in the framework of school activities. The overburdening of personnel, especially of female teachers who must take care of children and a household, is to be avoided.

(c) He is responsible for the implementation of a regular exchange of experiences of the class chiefs, subject teachers, and educators in the school home and the boarding school. He advises and aids the teachers and educators in their further qualification effort. He is obligated to supervise the preparation of lectures and classroom instruction; he must sit in on classes and he must discuss his observations with the teachers and educators and regularly discuss the results in the pedagogical council. He must help especially the young teachers and he must assign experienced teachers to them as guides.

(d) He must check to see that classes are begun and terminated punctually and he decides on changes in the schedules. Every lateness and every loss of classroom instruction hours must be reported to him immediately.

(e) He is obligated to hold regular conferences with all pedagogical and technical personnel.

(f) He develops the student collective and directs the latter's activities in close collaboration with the leading agencies of the "Ernst Thaelmann" Pioneer Organization and the Free German Youth. He must coordinate all educational measures and must take care that the students' time is scheduled properly.

(g) He sees to the planning of the vacation activities of the students and assures the accomplishment of all tasks of the school also during the vacations, especially the preparations for the new school year.

(h) He sees to the formulation of and compliance with the school regulations.

(i) He is responsible for the cleanliness and the tasteful appearance of the school, of the school home, and of the boarding school, and guarantees the compliance with the health, work, safety, and fire regulations.

(k) He is responsible for the regular execution of emergency and first aid drills.

(l) He works with the kindergartens and childrens' homes located in the district of his school.

(m) Once a year, he is to make a report to all school personnel on the accomplishment of the tasks of the school arising out of the national economy plan and on the fulfillment of the annual curriculum of the school.

#### Article 14

(1) The director or principal directs the school according to the principle of individual management and on the basis of collective discussions. He will call for assistance from the pedagogical council, the parents advisory council, the polytechnical advisory council of the enterprise, the school trade union group, and the leading agencies of the Free German Youth and of the "Ernst Thaelmann" Pioneer Organization. He must organize the assistance of the population and must use it in the solution of the problems.

(2) The director or principal must note, carefully consider, and answer the critical comments and suggestions of parents, teachers, and workers, as well as of members of the Free German Youth and of the "Ernst Thaelmann" Pioneer Organization and of the students.

(3) The director or principal represents the interests of the teachers and educators of his school and has the right and obligation to reject unjustified accusations which tend to diminish the authority of the individual teacher or of the collective of pedagogues.

#### Article 15

(1) The director or principal has the right to commend personnel employed in his school for exemplary work and to submit proposals for recognition to the Kreis school board. Commendations are to be made a matter of record. The pedagogical council is to make proper use of such exemplary achievements.

(2) The director or principal has the right and obligation to stop violations of the disciplinary regulations of the school and to demand an explanation from teachers, educators, and other personnel. Violations of the disciplinary regulations must be thoroughly discussed by him in the pedagogical council in order to assure the improvement of work through the help of the collective. In case of repeated violations of official duties, the director or principal may reprimand the particular teacher or educator. Such reprimands are to be made a matter of record. A recorded reprimand is to be removed from the records by the director or principal after 6 months, if such action seems justified in the light of the performance and the personal attitude of the individual involved.

(3) The provisions of the regulation of 10 March 1955 on the duties and rights of the personnel of the government administrative agencies—"Disziplinarordnung" (GBL /Gesetzblatt—Legal Gazette, I, page 217)—are not affected by Paragraph 2. Disciplinary procedures according to this regulation are to be started in the Kreis school board by the director or principal.

(4) The director or principal is obligated to hear the opinions of the trade union group in connection with measures taken according to paragraphs 1 to 3.

#### Article 16

(1) The deputy director of the school supports the school director in the accomplishment of the duties and is his constant deputy.

(2) The deputy school director is appointed by the Kreis school board.

(3) The director or principal will assign to his deputy a suitable, strictly defined portion of his functions which are to be fixed for a longer period of time. The delegation of functions is to be so handled that his deputy will become familiar with all school management functions within a period of 2 years.

#### Article 17

(1) The head of the school home must be a trained teacher. He is appointed by the Kreis school board upon nomination by the director or principal.

(2) It is the main task of the school home head to direct--on the basis of the annual work plan of the school--the planning of pedagogical work by the teachers and group educators working in the school home, as well as to further the exchange of experiences between them and the class chiefs.

(3) He must give pedagogical and methodological aid to the honorary assistants in the school homes and in the home work assignment rooms.

(4) To assure close cooperation with the "Ernst Thaelmann" Pioneer Organization and the Free German Youth in the arranging of the students' free time, he must coordinate the work plans of the school home with the plans of the competent leading agencies [sic?].

(5) Paragraphs 1 to 4 also apply correspondingly to the heads of the boarding schools.

#### IV. The Tasks of the Class Chief

##### Article 18

(1) The class chief has an especially responsible task. He insures the planned education work in the class and the uniformity in the requirements for and in the educational influences on the students in his class.

(2) The class chief is responsible in his class for the attainment of the curriculum objectives, for the special aid to worker and peasant children, and for extracurricular work.

(3) The class chief is to lead his class as a rule for several years.

##### Article 19

The tasks of the class chief include particularly the following.

- (a) He checks on the manner in which the teachers teaching in his class carry out the teaching plans. In case of failure on the part of the subject instructors to accomplish the tasks in the education and training work, he has the right and obligation to take measures for the implementation of the curriculum requirements and the securing of the established regulations and he informs the director or principal on this.
- (b) He checks on the instruction preparations and on the quality of instruction given by the teachers in his class. He has the right and duty to give the subject instructors and educators in the school home and in the boarding school hints on how to help slow students and he must set up requirements. He decides on special pedagogical measures.
- (c) He sees to it that the teachers teaching in his class combine their classroom instruction with the knowledge and experience acquired by the students during the instruction day in the production installations and at social events. He is to collaborate closely with the enterprise tutors of his class during the instruction day in production and to help them with hints and recommendations in the execution of their tasks and in their pedagogical qualification.
- (d) He regularly analyzes the performance level of the students in his class and sees to it that the home work assignments and the social work will be suitably adapted to the age of the students. On problems of classroom teaching, he will hold conferences with the teachers and the educators in the school home and the boarding school, the class sponsors and the parents activ, and the Pioneer group leader or the Free German Youth group leadership.
- (e) In collaboration with the Pioneer or Free German Youth group, he familiarizes the students with the various forms of selfmotivated activity in the school and during free time. He supports the work of the "Ernst Thaelmann" Pioneer Organization and of the Free German Youth and periodically discusses all problems concerning the work in his class with the students.
- (f) He watches the health of his students, promotes their sports activities, organizes vacation activities together with the Pioneer group leader of the Free German Youth leadership, and maintains constant liaison with the school physician.

#### Article 20

- (1) The class chief must make pedagogical-psychological notes which will serve for the continuous observation and evaluation of the students. These notes form the foundation for the maintenance of the student's record card. The subject instructors and educators are

obligated to help the class chief in the evaluation of the students. The class chief here works closely with the educators in the school home and in the boarding school, the workers and cooperative peasants who are being employed as tutors, the class sponsors, the parents aktiv, and the Pioneer group leader of the Free German Youth leadership.

(2) The class chief is responsible for the correct grading of his class. He must hand the report cards to his students in a dignified manner.

#### Article 21

For the discussion of the most important education problems of the class, the class chief must—three times during the school year—prepare and conduct parents' evening discussions together with the educators of the school home and the boarding school, the class sponsors, the parents aktiv, and the Pioneer group leader or the Free German Youth leadership. He visits parents and makes sure that there is close and constant cooperation with the parents.

#### Article 22

(1) The class chief is to set up a curriculum according to Article 2, Paragraph 1. The content of the plan is determined by the tasks of the annual curriculum of the school, the age-conditioned peculiarities of the students, and the state of development of the class. In the preparation of this curriculum, consideration must be given to the curriculums of the educators in the school home and in the boarding school, as well as to the plans of the Pioneer or Free German Youth group.

(2) The class chief is to report to the director or principal and, if necessary, to the pedagogical council on the status of educational and training work. At the end of the school year, an analysis of the results of the education and training work of the class is to be made in accordance with the instructions of the director or principal.

### V. The Tasks of the Teacher

#### Article 23

(1) The teacher has the responsible duty of educating and training the students in his care in a socialist fashion; he must be their model. He is co-responsible for the entire education and training work of his school.

(2) Through the high quality of his instruction, the teacher must guarantee the careful attainment of the education and training objectives.

The teacher is responsible to class chief and the director or principal for the implementation of the curriculum and of the hourly instruction schedule.

(3) The teacher must endeavor constantly to perfect his political and technical education. He is obligated to procure the literature needed for his work.

#### Article 24

(1) The thorough preparation of his lectures is one of the teacher's most important duties. In the preparation of his lectures, the teacher must systematically study the curricula, the textbooks, and the pedagogical and methodological literature; he must plan the effective use of training aids and find ways of combining classroom instruction with real life; he must inspire the students for active cooperation.

(2) The methodological steps of the lecture hour are to be put down in writing. The form and scope of the written preparation depend on the professional experience of the teacher and on the requirements of the particular subject.

(3) During his instruction activity and during his work with the students outside of classroom instruction, the teacher will develop the creative cooperation and conscious discipline of the students. In this connection, he uses the "Ernst Thaelmann" Pioneer Organization and the Free German Youth and works closely with the parents and the socialist enterprises. He is to be the adviser and helper of the elected Free German Youth and Pioneer functionaries.

#### VI. The Tasks of the Teacher and of the Group Educator in the School Home

##### Article 25

(1) The teacher and group educator in the school home are responsible for adequate help in the preparation of home work assignments and for the educationally valuable free-time scheduling for the students of the group. The foundations for this are the annual curriculum of the school, the "Program of the Young Generation for the Victory of Socialism," and the phase program of the "Ernst Thaelmann" Pioneer Organization.

(2) The group educator must coordinate his plan with the curriculum of the class chief, the Pioneer group, or the Free German Youth group.

(3) Together with the class chief, the group educator must promote the allround development of the students, and must report all important observations--especially all observations pertaining to fluctuations in performance--to the class chief.

(4) Together with the class chief, he must sit in on classes being conducted by the subject instructors and he must visit parents.

## VII. The Pedagogical Council

### Article 26

(1) Pedagogical councils are to be set up in all general-education schools; these councils will operate on the basis of the statute of the pedagogical council and government directives.

(2) The pedagogical council is an advisory organ of the director or principal. The decisions of the pedagogical council require the confirmation of the director or principal.

(3) The personal responsibility of the director or principal is not cancelled or restricted by the pedagogical council.

### Article 27

(1) All teachers and educators working at the school, as well as the chairman of the parents advisory council, are members of the pedagogical council.

(2) From the ranks of the enterprise tutors, who educate and train the students during the instruction day in production, the principal of the school must appoint experienced skilled laborers, cooperative peasants, engineers, and foremen as members of the pedagogical council.

(3) In line with the character of the socialist school, especially the production workers, cooperative peasants, and members of the intelligentsia are to be drawn into the work of the pedagogical council.

### Article 28

(1) The pedagogical council deliberates on the curriculum of the school; it accepts the reports of the director or principal, of the class chiefs, of the subject instructors, and of the educators in the school home and in the boarding school on the fulfillment of the curricula, on the level of education and training work, and on the discipline of the students.

(2) The pedagogical council deliberates on the problems of combining classroom instruction with real life and with production and on the problems of the perfection of the education methods and the promotion of the worker and peasant children.

(3) The pedagogical council will study the experience of the best teachers in its own school and in other schools; it will promote scientific debate and thus will create the prerequisites for the responsible work of its members!

(4) The work of the pedagogical council must also be aimed at public information activities designed to interest the population in the education and training of youth and to draw the population into the work of the school.

#### VIII. School and Parents

(1) School and parents bear a great responsibility for the all-round education and training of the children and teenagers and for this reason must collaborate closely. Parents advisory councils are attached to all general-education schools.

(2) The parents advisory councils advise and support the school and the parents in the socialist education and training of the students. The basis for the work of the parents advisory councils is the directive on the parents advisory councils of the general-education schools.

(3) To improve the work with the parents, parents activs are to be set up in all classes. It is the main task of the parents activ to win over the parents of the class for the further improvement of the work of the school. Close cooperation of the parents with the school, the "Ernst Thaelmann" Pioneer Organization, and the Free German Youth must be attained.

#### Article 30

The school directors or principals and the class chiefs must discuss with the parents advisory councils and the parents activs all important measures designed to guarantee the planned and constant education and training effort and strict disciplinary order and must collaborate closely with them in the execution of these measures and in the implementation of the joint decisions.

#### IX. The Students

#### Article 31

(1) All students are to participate actively in the life of the school. The help of the student collective is to be used in the education to conscious discipline. The students are to be educated in adherence to the norms of socialist community life as well as in a healthy way of life.

(2) The director or principal, the teachers, and the educators will seek support in their work from the members of the Free German Youth and of the "Ernst Thaelmann" Pioneer Organization who form the active nucleus of the student collective. The director or principal and the teachers and educators are obligated to promote the activity of the "Ernst Thaelmann" Pioneer Organization and of the Free German Youth and to further the development of selfmotivated activity and initiative on the part of the Pioneers and the members of the Free German Youth.

#### Article 32

(1) The students must regularly and punctually attend classes and other school events; they must study diligently and with perseverance; they must do their home work assignments by themselves and in a careful manner, and they must meet the requirements set up by the director or principal, the teachers, the educators, and the enterprise tutors. The students must maintain discipline in the school building and must adhere to the school regulations. They are to treat adults with respect and they are to behave with politeness and decorum toward them.

(2) During the instruction day in socialist production, the students are obligated to do their assignments conscientiously and to comply with the provisions of the health and work safety regulations.

(3) The students must respect and carefully handle all public property. They are obligated to make up damage inflicted to people's property due to negligence or willful neglect through their own work, as far as possible. As for the rest, the responsibility for damage to public property resting upon the persons who are responsible for the childrens' education is governed by the general provisions of the law.

(4) The liability of the teachers, educators, and enterprise tutors arising out of the violations of their supervisory duties are not affected by Paragraph 3.

#### Article 33

(1) In accordance with the students' abilities, the teachers and educators may give the students special tasks which are suitable for the development of the independence, selfmotivation, and co-responsibility of the students. Such assignments may involve the following.

Aid for slow and younger students.

Assistance during break-period supervision; selfservice in the dining room.

Furnishing of the class and school home rooms; care of training aids and of other work materials.

Assistance in the cleaning of rooms, especially in school homes, and of the dormitory rooms in the boarding schools;

(2) In the assigning of such tasks, the health and work safety regulations must be strictly complied with.

Article 34

(1) Important means for the attainment of the education and training objectives are commendations and awards to the students.

Special forms of commendation are:

- (a) Praise in front of the class and entry in class record book by the class chief.
- (b) Praise in front of the entire student collective and entry in the student's record card by the director or principal.
- (c) Praise before the parents assembly and entry in the student's record card by the director or principal.
- (d) Awards in the form of diplomas and medals.

(2) Students who often miss classes without good cause, who fail to study diligently and with perseverance despite repeated admonition, and who violate discipline and regulations, can be punished in the following manner.

- (a) Warning in front of the class and entry in the class record book by the teacher.
- (b) Censure in front of the class and entry in the class record book by the class chief.
- (c) Reprimand by the director or principal in front of all students and entry in the student's record card.
- (d) Reprimand of the student in front of the pedagogical council and the parents advisory council in presence of the persons responsible for the child's education and entry of reprimand in the student's record card.

(3) In especially serious cases, the following measures may be taken:

- (a) Request for transfer of student addressed to Kreis school board.

(b) Request for education help, addressed to the youth aid bureau of the public education division of the Kreis council.

(4) In the expanded secondary school, the following additional penalties may be decreed in classes 11 and 12.

(a) Threat of expulsion from expanded secondary school.

(b) Exclusion from all expanded secondary schools of the German Democratic Republic, upon request of the Bezirk school board, by the Ministry of Public Education.

(5) In the application of the abovementioned forms of commendation and reprimand which are subject to obligatory entry in the record, the class chief, respectively, the director or principal, must notify the person responsible for the child's education in writing. When applying the measures provided for in Paragraphs 3 and 4, the parents must first be given a chance to speak.

(6) The use of corporal punishment or other undignified penalties is against the socialist educational principles of our schools and is forbidden.

(7) The measures for the commendations and reprimands do not constitute a gradation sequence that must be adhered to systematically. Punishment entered in the class record book or in the student's record card may be deleted upon the decision of the class conference or of the pedagogical council.

(8) In every case, commendations and punishments are to be used in front of the collective for general educational purposes. In special cases, awards or punishments are to be communicated to the social organizations, the enterprise managements to which the parents belong, the residential Bezirk committees of the National Front, and to the youth aid bureau or they are to be published in addition in the daily press.

## X. Health Protection and Work Safety

### Article 35

The socialist school has the task of educating healthy and happy people. For this reason, the principles and regulations of school hygiene and of health protection and work safety are to be complied with conscientiously in the entire education and training effort. In this connection there must be close cooperation with the school physician and with the enterprise physician.

## XI. Tasks of the Local Councils

### Article 36

(1) The local councils must make sure that the government mission of public education and the central decisions on the development of the socialist school system will be carried out in each installation in a planned and efficient manner. They are responsible for the orderly implementation of the education and training work of the school, for order and consistency in the course of the school year, and for the assurance of the material requirements.

(2) The local councils must enable the public education divisions to implement the government directives and control the education and training system to the fullest extent. No assignments may be given to personnel of the public education divisions which would tend to make it impossible for said personnel to do their jobs in the direction and control of the planned, consistent, and orderly school effort.

(3) Any improper use of public education facilities and the disturbing of the education and training effort, as well as all measures leading to the loss of class hours, are forbidden. Changes in the curricula or in the vacation plans, the establishment of special schools or the conduct of school experiments are allowed only with the permission of the Ministry of Public Education.

### Article 37

(1) The Bezirk and Kreis councils must regularly receive the reports of the chiefs of the public education divisions and the councils of the cities and communities must regularly receive the reports of the directors or principals on the status of education and training work and must adopt corresponding decisions.

(2) The local councils must guarantee the timely and qualitatively good preparation of each new school year and in this connection must closely collaborate with the directors and principals and the enterprise managers. Each year, prior to the start of the academic year, they are to stage "preparedness days."

### Article 38

The local councils are obligated to assign suitable living quarters to every teacher and educator in his area of employment, at the latest within one year after the start of his employment there.

### Article 39

(1) The public education divisions of the Kreis councils are obligated constantly to guide and supervise the directors of the general-education schools and to improve their political-pedagogical leadership activity. Together with the social organizations, they are to take measures to prevent the excessive extracurricular burdening of the teachers, educators, and students. The public education divisions of the Kreis councils must inspect each subordinate public education installation at least once a year.

(2) The Kreis school inspectors are obligated to guide and supervise primarily the directors and school principals and the heads of the other subordinate public education installations. They have the duty of sitting in on classes at least 30 hours a month and to evaluate their observations thoroughly.

### XII. Final Regulations

#### Article 40

The implementation directives are issued by the Minister of Public Education.

#### Article 41

(1) This decree takes effect as of the date of its publication.

(2) At the same time, the following cease to be in force:

The School Regulations of 24 May 1951 for the General-Education Schools of the German Democratic Republic (Min. Bl. /Ministerial Gazette/, page 71).

Berlin, 12 November 1959

The Council of Ministers of the  
German Democratic Republic  
The Minister of Public Education

The Prime Minister

Grotewohl

Prof. Dr. Lemmertz

5058

Hungary

EXCERPTS FROM HUNGARIAN HIGHER EDUCATION NEWS - HEAVY INDUSTRY  
TECHNICAL UNIVERSITY AND PECS TEACHERS' COLLEGE

Felsooktatasi Szemle  
/Higher Education Review/  
Vol VIII, Budapest,  
December 1959,  
Pages 784-785, 787, 789  
Hungarian, per  
CSO: 3368-D

Dr. Zeno Terplan, Vice President,  
and Laszlo Kerekes, College First  
Assistant

Decree No 21, 1959, of the Presidium of the Republic, which modifies Decree No 31 of 1955, was presented on 3 May 1959 at Miskolc by Sandor Ronai, member of the MSZMP Political Committee and president of the State Council, and was presented at Sopron by Laszlo Orban, member of the MSZMP Central Committee and head of the Academic and Cultural Department of the Central Committee:

"1. The following provisions hereby replace Article 3, paragraphs (1) and (2) of Decree No 31, 1955, including the provisions of Article 1 of Decree No 20, 1956:

(1) The Sopron branches of the Mining Engineering Faculty and of the Surveying Engineering Faculty of the Heavy Industry Technical University shall be terminated prior to 15 September 1959.

(2) As of 15 September 1959 the Heavy Industry Technical University will consist of the following faculties:

Mining Engineering Faculty, Metallurgical Engineering Faculty, Mechanical Engineering Faculty.

2. A course in surveying engineering shall be initiated at the Construction Industry and Transportation Technical University to replace the Surveying Engineering Faculty terminated under the provisions of Article 1.

3. The present decree shall become effective as of the date of its proclamation. The Minister of Culture shall implement its execution, in cooperation with the effected ministers."

All heads of academic chairs at both Miskolc and at Sopron were present at the presentation of this announcement. At Miskolc Dr. Zeno Terplan, vice president, representing the president who was unable to

attend because of illness, and Docent Sandor Simon, party secretary, and at Sopron faculty head Dr. Janos Zambo spoke on the tasks which arise in connection with this decree.

Both at Miskolc and Sopron discussions were held and initial steps were taken for transferral of the Sopron branch of the Mining Engineering Faculty. Through good cooperation of the university leadership and party committee, the operative committees, the Technical University Department of the Ministry of Culture, the economic organs of the university and the Miskolc town council, transferral of the academic chairs and academic personnel was completed in July 1959.

Thus the eleventh academic year of the university was begun in the fall of 1959 with the entire university at Miskolc.

In the interest of more efficient control of instruction and of academic research the Ministry of Culture ordered consolidation of the following academic chairs of the Heavy Industry Technical University:

The Chair of General Chemistry, the Chair of Applied Chemistry, and the Chair of Metallurgical Chemistry are to be merged, forming a Chair of Chemistry;

The former Sopron and Miskolc Chairs of Electrical Technology are to be merged into a single Chair of Electrical Technology;

The Miskolc Chair of Geodetics, and the former Sopron Chairs of Geodetics and Mine Surveying are to be merged into a single Chair of Geodetics.

Furthermore, the leadership of the university is to be modified as follows:

President: university professor Dr. Istvan Salyi; Vice President for Instruction: university docent Dr. Gyula Gaspar; Academic Vice President: university professor Dr. Janos Zambo; Vice President for Correspondence Instruction: university professor Dr. Zeno Terplan; Vice President for Management: Laszlo Peterffy; Head of the Mine Surveying Faculty: university professor Dr. Richard Falk; Assistant Faculty Head: university docent Imre Voros; Head of the Metallurgical Engineering Faculty: university professor Dr. Zoltan Horvath; Assistant Faculty Head: university assistance professor Ferenc Sulcz; Head of the Mechanical Engineering Faculty: university professor Dr. Geza Petrich; Assistance Faculty Head: university professor Jozsef Kordoss.

The Ministry of Culture and the university's new leadership expressed their thanks for the tireless work of the departing vice president and assistant faculty heads.

The Ministry of Culture also named the university council for the 1959-1960 academic year. Permanent members of the council are: the president, vice presidents, faculty heads, party and KISZ /Kommunista Ifjusagi Szovetkezet--Communist Youth Society/ Executive Committee secretaries, and university professors Zoltan Gyulai, Dr. Janos Csokas, Dr. Sandor Geleji, Dr. Jozsef Vero, Jozsef Kordoss and Bela Zorkoczy.

The following members of the university's pedagogical staff participated in trips abroad during the second half of the past academic year:

President Dr. Istvan Salyi to Italy and to the German Democratic Republic; Professors Dr. Sandor Geleji and Dr. Zeno Terplan, and Docents Richard Richter and Sandor Simon, party secretary, to Freiberg; Faculty Head Dr. Zoltan Horvath to Cradow; Faculty Head Dr. Geza Petrich to Torino; University Professor Istvan Balsay to Berlin; University Professor Richard Vanko to Yugoslavia, Austria and the German Federal Republic; Docent Dr. Janos Bognar to Moscow; Docent Dr. Antal Somogyi to Italy and the Soviet Union; University Professor Bela Zorkoczy to the German Federal Republic, Czechoslovakia and the Soviet Union; Assistant Professors Dr. Daniel Dioszeghy to Leipsig, and Dr. Miklos Hosszu and Dr. Antal Nikodemusz to Poland.

The 1959-1960 academic year was begun on 14 September at our college with cordial celebration.

Representatives of the party, the ministry, the Law and Medical Schools, and very many guests were present at the opening ceremonies.

The beginning of this academic year was of great importance to our college. According to the resolution of the Council of Ministers, from now on 4-year, 3-course instruction is to be carried on at the teachers' colleges. This places an increased task upon both the instructors and the students. We gladly accept the new form of training of elementary school teachers because this will strengthen and develop instruction and education work in the elementary schools. This was emphasized by college director Bertalan Mark in his opening ceremony speech, in which he also evaluated the past academic year and indicated the tasks of the immediate future.

The speech was followed by the ceremonial pledges of the first-year students. Dezso Risner, KISZ secretary, greeted the first-year students on behalf of the KISZ organization, and the normal grammar school pupils greeted the new students of our college. The opening ceremony was closed with the singing of the DIVSZ march.

From 27 August to 6 September a group of instructors of our Chair of Pedagogics, led by Candidate Dr. Laszlo Keleman, head of the academic chair and university professor, and consisting of College Docent Dr. Sandor Komlosi, College Assistant Professor Karonly Csaba, and College Assistant Professor Karonly Domjan, visited the Potsdam Teachers' College for the purpose of exchange of information. There they studied the content, method, types of organization of normal teaching, and academic research.

19. यदि वह अपनी जीवन की अपेक्षा अधिक समय बिताना चाहता है तो उसके लिए इसका अवलोकन आवश्यक नहीं है। यदि वह अपनी जीवन की अपेक्षा अधिक समय बिताना चाहता है तो उसके लिए इसका अवलोकन आवश्यक नहीं है।

Rumania

GENERAL CONFERENCE OF THE COMMUNIST PARTY OF RUMANIA  
THEORY AND PRACTICE IN THE FIELD OF EDUCATION

SYMPOSIUM ON THE  
IMPORTANT OF SOCIALIST EDUCATION

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R. Mihalevici

It is a well known fact that the changes which the school undergoes are determined by the concrete needs of the evolution of socialist society. The development of the national economy in its present stage, the improvement of the well-being of all workers is possible only if the members of society know and apply the latest achievements of modern science and technology to the production process. Since those who will complete socialist construction are the youths of today--the citizens of tomorrow--the difficult and complicated task of preparing cadres for socialist production falls to the school.

It is known that the main defect in the practice of our schools until quite recently was its intellectualist character. The content and method of teaching did not provide the students with practical knowledge and habits, did not mold them for productive work. Although in the last few years practical shop activities, technical circles, work on the schoolground, training in enterprises have been introduced, and although students have been acquainted with various useful activities, still until very recently these were treated, even by pedagogical theory, as subordinate to the instruction process carried on by the school. When the necessity of uniting theory and practice was discussed, it was considered that practice should only augment theoretical data, should serve only for a better mastery of theory. For this reason, graduates of middle schools, and in some cases, even of institutes of higher education were not prepared to participate creatively in the production process.

Besides the fact that production lacks the necessary cadres, the intellectualist orientation, which is reflected in the instructional and educational practice, hinders the harmonious development of the students' personality, which is the aim of Communist education. The ideal of the socialist society is the well rounded man, capable of utilizing all his intellectual, physical and moral forces in creative activity. This development offers broad possibilities in the choice and pursuit of any profession in relation to the needs of society and personal inclinations.

The new tasks of the school are connected with the need to liquidate the discrepancy between the preparation given to youth and the requirements imposed by the development of socialist society. It is perfectly obvious that the school will meet the vital needs of society only if it prepares the young generation for a conscious and creative participation in the production process and in social life. Solution of this problem under optimum conditions has thus become the problem, and at the same time, the central goal of the school in the present stage.

If we analyze the measures that are provided for the preparation of youth for life, we see that on all scores they reflect the concepts of the classics on Communist education. Marx and Engels set forth the idea of combining instruction with productive work as the main line for achieving well rounded development of the members of socialist society. Considering concrete ways of bringing about Communist education in the young socialist state, Lenin stressed that this is possible only by attracting youth into social life, only by their joining in the work and concerns of the working class.

It is understood that at the present stage, the central concern of all educators, of researchers in the field of psychology and pedagogy revolves around finding concrete ways of joining school and life. Soviet teachers are doing fruitful work in experimenting with different types of school in which instruction has an organic union with productive work.

The tasks of these schools are many and complex. Besides giving the students the full circle of scientific knowledge, the schools must also teach them polytechnic habits which are the basis for mastery of a profession.

We must emphasize that the union of school with production does not at all mean a minimizing of the theoretical preparation of the students. It would be erroneous to believe that this new type school is a school of limited practicalism, led by a narrow artisan spirit. Creative work in modern production is inconceivable outside of a broad scientific and technical background. On the other hand, the well rounded education of the members of socialist society presupposes that youth is equipped with all advances of science and human culture and has received a scientific concept of nature and society. Within the framework of goals of education, the basic principles of modern production, which are organically connected with scientific data, will be set forth. Thus, besides the cultural background, the students will also master a polytechnic background which is necessary for understanding the fundamental principles of industrial or agricultural production.

Starting with elementary classes during manual work hours, work on the schoolground, in the reading and recreation rooms, in the school shops, in circles, in various useful, collective, social activities,

the school will mold general practical and polytechnic habits of work and social activity. The mastery of practical habits and uniting of theory with practice, within the framework of practical activities, is the preliminary stage of work in production and of preparation for mastering a profession in the future.

Finally, the new type schools have the task of facilitating the students' mastery of a profession, qualification or specialization. For middle school students with general education, the essential way of achieving this desire is instruction in production (which is carried out, depending on local conditions: in factories alongside adult workers, in special student teams, in factories near the school, in special shops for students, etc.). Instruction in production has the following principal aims: transmission of knowledge about the main branches of production; familiarization with the special conditions of the industrial or agricultural branches in which the youths are to work; providing them with the technological knowledge necessary for work in production; formation of productive work habits, and finally, their introduction into productive work properly so-called. Of course, instruction in production is based on theoretical knowledge and practices which the students have mastered in previous stages of their preparation.

Students of the young workers schools in the city and village and of the technical middle schools master their profession in the production process, obtaining in school the cultural and polytechnical background necessary for the cultured man, the theoretical foundation of the profession which they practice and also the raising of their professional qualifications.

The transformations provided in the instruction process are due not only to the social necessities but also to the needs imposed by the psychological laws of the development of children. Work takes on primordial importance not only by the fact that it represents the essential way of preparing youth for life but also by the fact that that process of direct activity develops physical forces, knowledge processes, interest in science and technology, the creative possibilities of youths. Although space does not permit us to dwell on this aspect, we should point out that practical work brings about a union of theory and practice, the application of theoretical knowledge to practice and its verification, a fact which contributes to a deepening of theoretical knowledge and to the scientific grounding of student practice.

The formation of moral convictions and sentiments, expressed by the Communist attitude toward society, the development of the Communist traits of character are also in great part the result of participation in creative social activity. The personality of the student is developed in relations with society, by accumulation of experiences of social life. Until he is seventeen the youth lives only within the school collective

and since he is concerned only with his tasks as a student, he does not accumulate the experience necessary for life and social work. The youth can become an active member of society only by his participation in productive work, by his introduction to the vital problems of the city or village. The experience of social relations can be accumulated only by the direct bond of the youth with the production collection.

This also means psychological preparation of the youth for participation in social life. The education process should be so oriented that even from tender age the students appreciate the important role of work and understand that they will participate in the process of producing values intended for the development of socialist society. The students must be educated with a spirit of respect for any form of work--both physical and intellectual--of admiration for workers. By directly experiencing the joy of work and the pride of activity, the students love them and learn to appreciate them. All of this forms the Communist attitude toward work and prepares the students psychologically for participating in useful activity in such a way that they even feel the need of contributing to social evolution by their forces.

At the present stage, psychologists are experimenting with the specific character of the psychic processes which appear in the practical activity of students and the psychological phenomena caused by uniting theoretical knowledge with practical work, so that on this basis they may find the solutions necessary for solving the psychological problems which arise in preparing the students for life. Pedagogues are studying the educational system, the problems of the content of instruction on different subjects, in different types of schools, and the most efficient methods of instructing and educating the students in our schools. However, the activity of researchers will not solve the multitude of problems connected with educating the young generation, if they are not supported by all members of our society.

For anyone who carefully analyzes the complex changes that our education faces it is clear that they go beyond the school and require the attention of public opinion. The union of school with life with every day that goes by becomes more of a problem for our entire society, party organizations, the UTM /Uniunea Tineretului Muncitoresc--Young Workers Union/, school and enterprise unions, press organizations, institutes of higher education, etc. Of course, moral and material support of industrial and agricultural enterprises acquire decisive importance in solving the concrete problems of preparing youth for practical work. But the solution of this problem in great measure depends both on the creation of a healthy concept of productive work and the practical activity among all parents and their educational contribution in this direction.